

INSPECTION REPORT

**WICKHAM MARKET COMMUNITY PRIMARY
SCHOOL**

Wickham Market, Woodbridge

LEA area: Suffolk

Unique reference number: 124617

Headteacher: Mrs E J Wright

Reporting inspector: David Speakman
20086

Dates of inspection: 9 - 10 June 2003

Inspection number: 248606

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Dallinghoo Road
Wickham Market
Woodbridge
Suffolk

Postcode: IP13 0RP

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Appropriate authority: Governing body

Name of chair of governors: Mrs W Smith

Date of previous inspection: 10 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Wickham Market, Suffolk. It draws its pupils mainly from the local area, but about a third of the pupils come from the neighbouring villages of Pettistree, Marlesford and Lower Hacheson. The socio economic circumstances of the pupils are broadly average with 11 per cent receiving a free school meal. Since the previous inspection some housing in the village has been taken over by a national housing association and pupils come from a wider background, including some being re-housed from inner cities. This has had the effect of changing the profile of the intake, with a growing proportion of pupils having special educational needs. The attainment on entry is now below average. A below average number of pupils join or leave the school at short notice. At the time of the inspection, there were 266 pupils on roll. This number includes 14 boys and 23 girls part time in the nursery. Seventy one pupils are identified as having special educational needs, of which 13 have statements. Both these figures represent above average proportions. Special educational needs include specific and moderate learning difficulties, speech and communication difficulties, physical disabilities and autism. There is a significant group of pupils with behavioural problems. Very few pupils come from ethnic backgrounds other than UK White and no pupils speak English as an additional language. There are no pupils from traveller or refugee backgrounds. There are about the same number of boys and girls. Since the previous inspection about a half of the teachers are new to the school.

HOW GOOD THE SCHOOL IS

This is a good school. It provides good quality education and enables pupils to achieve well. Starting from a below average baseline, pupils attain standards that are above those expected for their age, by the time they leave the school. The quality of teaching and learning is good throughout the school. Pupils are taught to develop good attitudes to their learning and relationships between pupils and between pupils and adults are good. Pupils' behaviour is good. Leadership and management of the school are good overall and the headteacher shows very good leadership skills. All these factors set against the average cost of educating each pupil means the school provides good value for money.

What the school does well

- Good teaching and learning enables pupils to achieve well and attain above average standards in English, mathematics and science. Standards in some other subjects are high.
- The headteacher, senior management team and governors provide good leadership that contributes positively to the success of the school.
- The school cares very well for all pupils, including the monitoring of their personal and academic progress. This enables it to support very effectively the progress of pupils at all levels of attainment.
- Provision for pupils' personal development is very good, and results in pupils' good attitudes, behaviour and relationships.

What could be improved

- Attainment of higher attaining pupils by the end of Year 2.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the previous inspection in 1997. Standards in English, mathematics and science have improved and risen at a faster pace than the national trend and have been above average in recent years. Last year, standards dipped slightly because that group of pupils included a larger than usual proportion of pupils with special educational needs. The quality of teaching and learning has improved with the majority of lessons seen being good or very good. No unsatisfactory teaching was seen during the inspection. The school has successfully addressed the issues pointed out in the previous inspection. Although the headteacher still teaches, this does contribute to the

school's evaluation of its performance, which is now good. Teachers clearly identify in their planning what pupils are expected to learn, assessment is used effectively to ensure that work is well matched to their needs. The length of lessons is more appropriate and they are conducted at a brisk pace. Behaviour has improved but the school still needs to ensure that the school's successes are fully appreciated by the community.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	C	B	A
mathematics	B	C	C	B
Science	C	D	C	C

Key

well above average A

above average B

average C

below average D

well below average E

In the National Curriculum assessment tests in 2002, Year 2 pupils achieved well below average results in reading, writing and mathematics when compared to all schools nationally and when compared to similar schools. Results at the end of Year 2 have not kept pace with the national trend of improvement since 1998. This trend reflects the changing profile of the intake, with a steadily increasing proportion of pupils with special educational needs and a level of attainment on entry, which is now below average. At the end of Year 6, results since 1998 have increased at a pace better than the national rate of improvement.

Inspection evidence indicates that by the end of the Foundation Stage, standards are as expected for pupils of this age, and the majority are on course to meet most of the Early Learning Goals, although standards in language and literacy remain below those expected. Children in the Foundation Stage achieve well. Pupils achieve satisfactorily in Years 1 and 2 and overall standards are average at the end of Year 2. At the end of Year 2, standards in English, particularly in writing are below average, with the higher attaining pupils making insufficient progress. Standards in mathematics are average. By the end of Year 6, overall standards are above average and pupils have achieved well. Standards in English are above average, and strong in reading. In mathematics and science they are above average. The school sets challenging targets for the proportion of pupils attaining the nationally expected levels in the National Curriculum assessment tests in English and mathematics. These are set above the national average. The school failed to meet its target last year and lower targets are set for 2003 and it seems likely that the school will meet them. Standards of literacy and numeracy in other subjects are above average. Standards in physical education and in its extra curricular activities are above expectations. Attainment in art and design is high. The achievement of pupils with special educational needs is good throughout the school because of the good quality support they receive.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are eager to learn and try hard to succeed. They enjoy coming to school because they are offered interesting activities.
Behaviour, in and out of classrooms	Good. Pupils are polite and courteous. They behave well both in and out of classrooms.
Personal development and relationships	Good. Pupils are expected to show a very good level of independence and act responsibly. The 'work experience' system, where older pupils take responsibility for many tasks around the school, contributes positively to its smooth running. Relationships between pupils and between pupils and adults are very good.
Attendance	Good. It is above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good overall and leads to good learning in the Foundation Stage and in Years 3 to 6. Teachers do well in Years 1 and 2 to cater for the wide range of age ability in these mixed age classes, but the needs of higher attaining pupils are not fully met. English and mathematics are taught well and literacy and numeracy are also taught well because teachers have a secure understanding of how to teach these skills.

About a third of lessons were judged to be very good and a further half of lessons seen were of a good quality. No unsatisfactory teaching was seen during the inspection. Features of these lessons included an enthusiasm that was transferred to the pupils, brisk pace and the use of challenging questions to provoke thought and extend learning. Other strengths in the quality of teaching include high expectations, interesting strategies that motivate the pupils and encourage them to work hard and very clear explanations to ensure that all pupils understand. Teachers are skilled in identifying where pupils have not understood and give sensitive support. As a result, pupils make good gains in their learning. In most lessons, teachers share with pupils what they are going to learn and consequently, pupils have a good understanding of their own learning. In the very small number of satisfactory lessons, pace slowed because of the challenging behaviour of a small number of pupils and opportunities to engage pupils in challenging discussion were limited. The school meets the needs of most pupils well. Tasks and teaching arrangements are well planned to meet the individual needs of those with special educational needs. Teaching assistants work well with pupils and make valuable contributions to the progress that pupils make in class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of opportunities for learning provided by the school are very good for children at the Foundation Stage and for pupils in Years 3 to 6. They are good in Years 1 and 2, but class arrangements make it difficult to meet the needs of the higher attaining pupils fully. The curriculum is well balanced and achieves a high level of relevance through planned opportunities for pupils to use and apply their skills. The breadth and richness of the curriculum is highly supported by the school's good provision of extra curricular activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. Clear procedures are in place to support the identification and assessment of pupils from an early stage. Individual education plans are carefully and thoughtfully prepared. Targets clearly identify the main priorities, and teaching and assessment procedures are carefully arranged. Pupils receive good quality support both in and out of class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. It is very good for their moral, social and cultural development and good for their spiritual development. This provision supports the positive attitudes, good behaviour, good personal development and the very good relationships in school.
How well the school cares for its pupils	The school cares very well for its pupils. Arrangements for the welfare, health and safety of all its pupils are very good. Day to day personal support and guidance for pupils is of a good quality.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The leadership of the headteacher is very good and she receives good quality support from the deputy, assistant headteacher and curriculum coordinators. Their work is effective and they have established a very clear vision regarding the development of the school. This is clearly communicated to, and shared by, all members of staff.
How well the governors fulfil their responsibilities	This is good. Governors are fully involved in the school. They are conscientious, well organised and fulfil statutory responsibilities well.
The school's evaluation of its performance	This is good. The school's development is based in, and supported by self evaluation. The headteacher, staff and governors work well together to identify the school's strengths and areas for development. The headteacher monitors teaching, learning and standards well, and subject leaders make a valuable contribution to the school's drive for high standards through effective provision.
The strategic use of resources	The financial management of the school is good. The school takes care to ensure that spending is targeted well and linked to priorities in the School Improvement Plan. Close monitoring of spending decisions

	reflects the careful consideration given to the impact of financial commitments on standards so that best value is achieved.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school and are making good progress.• Homework.• The quality of teaching.• School's expectation on children to work hard and do their best.• The school helps pupils become mature and responsible.	<ul style="list-style-type: none">• Extra curricular activities.• The behaviour of pupils

The inspection team agrees with the parents' positive views of the school. However, the school does make good provision for extra curricular activities and this is also a priority for further development. The inspection team found that the behaviour of pupils is good. At the meeting, some parents were concerned about standards and provision for pupils in Years 3 and 4. All pupils in these classes make good progress and the quality of teaching is good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Good teaching and learning enable pupils to achieve well and attain above average standards in English, mathematics and science. Standards in some other subjects are high.

- 1 The quality of teaching is good at all stages of the school. This is an improvement on the previous inspection, when good teaching was judged to be generally satisfactory. Out of 21 lessons seen during the inspection, the quality of teaching in 19 was either good or very good, with the majority being good. No unsatisfactory teaching was seen. Children enter the nursery with attainment that is below average for their age. Due to good teaching they achieve well and meet the recommended levels by the time they leave Reception in all areas of learning, except in language and literacy, where standards remain below expectations. Pupils continue to develop skills, knowledge and understanding well throughout Years 1 and 2, but standards in English, and particularly writing still remain below average by the end of Year 2. Standards are average overall by the time pupils reach the end of Year 2 and are above average by the end of Year 6. The teaching of English and mathematics is good. Although the teachers in Years 1 and 2 do their very best and the quality of teaching remains good, the wide age and ability range of pupils in these classes, makes it difficult to ensure that all pupils, particularly the higher attaining pupils, progress as well as they might. Basic skills of literacy and numeracy are taught well in other subjects and support the overall above average standards these pupils attain.
- 2 Good learning begins from the time children enter the school. In the nursery children are soon made to feel comfortable in school and they become enthusiastic learners at an early stage. Children's interest and enthusiasm is captured through the interesting and varied range of activities available. Planning is very detailed and shows an excellent knowledge and understanding on the part of the teacher, of the needs of young children. All activities are used as learning situations. When taking the register, for example, a child is chosen to help, saying "Good afternoon" to everyone and counting the children. Activities of this kind not only give children a good start to counting and numeracy skills, but also build their self esteem and promote good social development. Children make a good early start to language and literacy awareness. An activity seen during the inspection involved the use of notebooks. These were imaginatively introduced and captured the attention of all children. Eventually, children made 'notes' on what they had seen during the session and this effectively enabled them to see how useful it is to be able to write.
- 3 Good learning of basic skills continues in the reception. The reception teacher is very skilled at teaching literacy and at using a theme to support learning in a range of areas of learning. Her planning is of a high quality and she very effectively combined the development of speaking and listening with reading and writing in a literacy session seen during the inspection. A book on how a butterfly evolves was read and pupils had to show their understanding of the text through sequencing pictures and writing simple text to illustrate the life cycle of a butterfly. The group looked at similarities and differences in the pictures and ordered them to trace the development of the butterfly from a caterpillar. This helped their language and literacy skills well, but also increased their knowledge and understanding of living things. In another lesson, the same theme was used very well to develop pupils' knowledge and understanding of shape. A butterfly was used for

children to learn about symmetry and, through practical investigation, they learned a lot about how shapes balance.

- 4 Foundation Stage staff work as a team very well and whether children are in the care of the teaching assistants or the class teacher, they are very well supported and learn rapidly. Planning throughout the stage is of a high quality and the learning experiences provided are rich and varied, capture children's enthusiasm and fully meet the recommendations of the Foundation Stage curriculum. Aspects of the areas of learning as well as language and literacy and mathematics are very well catered for in both classes. Children develop good early ideas about science when learning about butterflies. Pupils start with very limited knowledge and understanding of the world and few children in nursery know the names of the days of the week and many have poor social skills. Teachers seize every opportunity to present the children with meaningful learning experiences. A good range of activities is laid on ranging from building using construction kits, learning through educational games on the computer, role play, drawing and painting and reading. All are carefully planned and teachers ensure that each individual has balanced learning experiences each day.
- 5 Good teaching supports good quality learning and the above average standards pupils attain by the end of Year 6. At the end of Year 6, results were pleasing in English last year. In mathematics they were satisfactory. When compared to schools nationally, results in English were above average and average in mathematics. When compared to schools in a similar social context results in English were well above average and above average in mathematics. This reflects standards this year, with above average standards in both English and mathematics being seen during the inspection. The quality of teaching in these subjects is good and supports the good achievement and above average attainment.
- 6 At the parents' meeting, a number of parents expressed concern about the provision for their children in Years 3 and 4. Having seen all teachers in these years teach it is clear that they need not be concerned about the quality of the provision in these classes. Pupils from both Years 3 and 4 are grouped according to ability for English and mathematics. These groupings are also used in some other subjects as well and a group of pupils, some with challenging behaviour are taught in a small group to develop their knowledge and understanding in a range of subjects, but also to develop their social skills and awareness.
- 7 Higher attaining pupils in Years 3 and 4 achieve very well in mathematics and attain standards that are well above the expectations for their age. All pupils in this group have a very good grasp of number and use it very well to carry out investigations. This is a strong area in the teaching of mathematics. Pupils are given very good opportunities to use and apply their knowledge and understanding and to develop strategies independently to solve problems and investigate situations. Tasks are challenging and encourage pupils to think carefully. Pupils were asked to look at a sequence of consecutive numbers and to see if they could come up with a general rule for adding three or five of these numbers. When pupils responded with answers that clearly demonstrated a very good understanding of the topic being learned, the teacher had to rethink and adapt the lesson, to make it more challenging and therefore provide valuable learning for these pupils. The teacher responded very well by immediately making the problem more difficult and challenging, and enabling pupils to attain very high standards for their age in this lesson. In science, pupils were taken out into the large and very useful conservation area to look for different specimens, which they used very effectively to learn about the skeletons in different animals and insects. These activities show teachers teaching skills well and illustrate their high expectations of all pupils.

- 8 Pupils with special educational needs are provided for equally well. A group of eight boys were enthusiastically engaged in dissecting owl pellets and very carefully arranging small bones they found. This was an excellent activity, designed to capture these pupils' interest and help them maintain concentration. Likewise, the same group of boys were learning about Greek culture through researching Greek gods and producing mosaic pictures, in Greek style. These pupils were able to talk about the gods and it was clear that their learning was good and that they had full access to the National Curriculum through appropriately planned activities. Pupils were grouped around a table and carried on with meaningful conversation with both other pupils and adults. As many of these pupils have behaviour related special educational needs, these activities were very helpful. Such is the school's commitment to inclusion and offering all, regardless of ability, access to learning in appropriate circumstances and at a suitable level.
- 9 By the time pupils reach Year 6, standards are above average and pupils continue to achieve well. Prompt and purposeful beginnings to lessons set a very good tone for learning and the teachers' clear explanations raise pupils' confidence and interest. When Year 6 pupils were studying adventure stories to recognise the structure, very high level reading skills were evident, with a great proportion of the class reading at levels well above those expected for their age. They were fluent readers and the level of their understanding was good. They used pieces of text to support their answers to questions. Very good learning was made possible in this lesson through very good teaching skills. The teacher's planning was detailed and she had a very good subject knowledge and enthusiasm for literature, which effectively inspired pupils. The learning needs of all pupils were well met and this enabled pupils, at all levels of attainment to make very good progress and reach standards that were very good. Reading is a strong aspect in the language development of pupils in this school. Pupils read a variety of texts, ranging from autobiography to fiction to humorous horrific science fiction. All are confident and enthusiastic readers and the majority have reached the stage of more advanced reading skills. They explain preferences in their reading, giving good reasons why they prefer certain types of books. They can infer and deduce from what they have read and predict what might happen next in the story.
- 10 By Year 6, pupils are attaining levels that are above average when compared to the national expectations for pupils of their age. Examples of work at the higher levels were seen in higher, average and lower attaining pupils' books. They use brackets competently when solving number problems and are very familiar with the related mathematical conventions. They add, subtract, multiply and divide accurately with decimal fractions and use ratio well when working out the answers to these types of problems. They have a very good understanding of place value in number and use this properly when multiplying decimal fractions by 10, 100 and 1000. Pupils demonstrate good skills in using and applying their knowledge and understanding of a wide range of mathematics. This is encouraged from an early age and strongly from Year 3 onwards. This helps to strengthen pupils' knowledge and understanding in number, shape, measure and in handling data.
- 11 Art and design carries a high profile in the school and standards are above those expected for pupils of this age. High standards are seen in all stages of the school and pupils' progress in the development of skills is very good. High levels of creativity are encouraged by teachers and are evident in pupils' work. A wide range of materials and techniques are provided to widen pupils' experiences and skills effectively. From an early age pupils are given opportunities to use colour effectively to convey mood for example. Pupils in Years 1 and 2 produce effective collages with strips of paper, using colour to convey hot and cold feelings. They use texture to add variety and use rough,

smooth, soft and hard materials. Teachers plan unusual ways to engage pupils in three dimensional work and this is evident in the school's grounds, with pupils designing and printing fabrics to cover wigwams in a Red Indian style. A group of large scale sculptured figures, of an impressive standard is displayed in the quadrangle. Pupils take a pride in the quality of work and in its presentation and finish.

The headteacher, senior management team and governors provide good leadership that contributes positively to the success of the school.

- 12 The headteacher has a very good vision for the continual development of the school focused on high standards and the inclusion of all pupils, regardless of background. She shares this view successfully with governors and staff, resulting in a committed team that works well together towards continual improvement. She has successfully established and developed the roles of the senior management team and subject coordinators and they provide a good level of support to her very good leadership skills. The coordinators for English and mathematics have a clear view for the development of their subjects and have had opportunities to monitor standards and teaching. The headteacher is the literacy coordinator and teaches English to Year 6 pupils. Although this was criticised in the previous report, this actually places her in a strong position to monitor standards at the top of the school. Similarly the mathematics coordinator teaches mathematics to Year 6. There is a recently appointed sports manager who already has a good grasp of the situation and has good plans to develop pupils' participation and skills in sporting activities, both through the curriculum and through extra curricular activities. A very good start has been made and during the two days of inspection, at least sixty pupils were seen taking part in Year 6 aerobics, two tennis training sessions and a Year 1 fitness club. There are already signs of improving standards through pupils taking part in an increasing number of sports competitions.
- 13 There are several reasons why the school is successful. The headteacher, staff and governors analyse its performance thoroughly, monitor provision and take steps to address any areas of weakness. For example, the number of pupils in Years 3 and 4 meant that pupils had to be taught in three mixed age classes. It was soon evident that the combination of two age ranges and the full ability range in each year was creating difficulties for teachers in providing appropriately for all pupils' learning needs. Pupils were soon arranged into teaching groups based on ability in English and mathematics and these groupings are also used for some other subjects. This has been effective, and the concern expressed by some parents is unfounded, because many difficulties have been solved. Pupils report that behaviour is now much better and lesson observations in these classes show all pupils to be achieving well. Initiatives such as the setting for pupils in Years 3 and 4 have had a positive impact on the standards attained.
- 14 The role of the governors is well developed and they play an active part in the management of the school. They keep themselves informed of the work of the school through visits and several parent governors help in school on a regular basis. A number of the governors have specific responsibilities, such as literacy, numeracy, special educational needs, healthy schools, risk assessments and health and safety. Each meets their responsibility well and makes a valuable contribution to the effective running of the school. They have a strong association with the Suffolk governor forum and this supports them in keeping their awareness of their responsibilities and commitments up to date. The governors evaluate spending carefully, ensuring that spending decisions focus on raising standards.

The school cares very well for all pupils, including the monitoring of their personal and academic progress. This enables it to support very effectively the progress of pupils at all levels of attainment.

- 15 The school has very good systems for regularly gathering information on the pupils' knowledge and understanding of what they have been taught. Very good use is made of a wide range of assessment data to track pupils' progress and to ensure that most pupils are provided with work at a challenging level and that they are achieving well. The school has well established assessment procedures for both ongoing assessments, on a day to day basis and at times throughout the school year, including end of year optional national tests, reading tests, teacher assessments, scrutiny of pupils' work and interviews with pupils. These are carefully recorded and used effectively. Assessment data, together with personal development information is used to determine priorities for additional support, and ensures good progress of all groups of pupils and at all ages. The school has highly effective systems to measure progress of all pupils relative to their ability through their well established systems for tracking pupils' progress and target setting. Assessment procedures make a significant contribution to the standards attained and good achievement. This fully addresses the key issue raised at the time of the previous inspection, when assessment and its use were identified for improvement.
- 16 The school takes very good care of its pupils. Child protection procedures are fully in place and all staff are fully aware and trained. General support is highly effective. There are sufficient named first aiders with recent training. Health and safety aspects are fully taken care of and all staff are aware of procedures. The school safety representative and the responsible governor make regular inspections of the premises. The school follows the local education authority guidelines on school visits and risk assessments are thorough. Children feel secure in school.

Provision for pupils' personal development is very good, and results in pupils' good attitudes, behaviour and relationships.

- 17 Provision for pupils' personal development is very good. This is because the school is a welcoming and friendly community with a wide range of opportunities for pupils to form good relationships, develop independence and use their initiative. As a result, pupils achieve good standards in their work and in their behaviour and attitudes towards each other.
- 18 Opportunities for pupils to develop their very good social skills and to develop positive attitudes towards other pupils begin in the reception class. In a wide range of activities, pupils are encouraged to be active rather than passive learners and to work both independently and within groups. Pupils become involved in different roles in the role play area, making social contact with other children and getting used to working with them. Small groups of pupils play for long sessions with farm animals, or with buildings sets, working both individually and supporting others through making suggestions. Activities of this nature effectively support children's personal development and help them to form good relationships with each other at an early age.
- 19 The very good opportunities for pupils' personal development are continued as the pupils get older. Throughout their time at the school, pupils are presented with opportunities to make decisions based on their own assessments of others' views. In a personal, social and health education lesson in Year 6, pupils discussed their goals for a better future. There was fruitful discussion, with pupils listening to each other and respecting each other's views. There are good levels of spiritual development evident in the school. In a Year 3 and 4 religious education lesson pupils looked thoughtfully at a picture of a pair of

hands holding the Earth. Comments such as “Shows the world is very precious” or “Shows it needs careful handling”, illustrate the depth of spiritual thought in response to good opportunities. This illustrates pupils’ growing maturity in how they work, their skills in articulate communication, and their ability to think. By Year 6, they blend a good level of independence with good relationships with other pupils and adults and these in turn support their learning well. A significant number of parents who returned the questionnaire, were unable to agree that the behaviour in school is good. This negative view is unfounded and behaviour in and around school appears to be good. During the period of inspection, no incidents of inappropriate behaviour or oppressive attitudes were seen. Pupils on the school council report that behaviour is now much better and that now there is no bullying taking place.

- 20 Pupils’ high level of social awareness is fostered through very good provision. Older pupils have the opportunity to help others at lunchtime. The ‘Playground Squad’ consists of volunteers from Years 5 and 6 who help to organise games for other pupils, especially those who have no one else to play with. They wear white caps and are easily identifiable. They do a very good job and there are lots of pupils ready to receive the help these older pupils offer.
- 21 Provision for pupils’ moral development is very good. Pupils, including those with behaviour management difficulties, are encouraged to consider the effect of their actions on others and to moderate their behaviour accordingly. As a result, behaviour is good in lessons and around the school. This is an improvement on behaviour at the time of the previous inspection when behaviour around the school was reported to be unsatisfactory. The headteacher is fully involved in the success of initiatives that effectively support and improve the quality of behaviour in and around school. All pupils are encouraged to consider the feelings of others and the result is that there is an ethos of respect for others, in which all pupils, regardless of ability or background, can feel secure.
- 22 The spiritual provision in the school is of good quality and pupils are constantly reminded of the importance of achievement. This is also provided through lessons in religious education and through work in art and design and music and in assemblies. Much of the artwork on display has an evident spiritual element that captures expression and beauty. Their recognition of the aesthetic and spiritual elements of art and design is supported by the activities that take place on Wednesday afternoons, when activities include opportunities for pupils to express themselves through art and design. Pupils are obviously proud of what they do, as seen in the quality of the finish and the pride that the school takes in displaying the work. Pupils have an appreciation of their own achievements and those of others, as seen in the daily acts of collective worship, when achievement is celebrated spontaneously. One assembly focused on the theme ‘Say it with flowers’. The whole Act of Worship provided a valuable spiritual experience for pupils in Years 3 to 6. They listened to music, looked and considered the beauty of different displays of flowers and considered pieces of art which focused on flowers. Pupils made meaningful comments when they suggested that flowers could be used to say ‘Sorry’, ‘Thank you’, ‘I miss you’ and the occasions when flowers are used and what they represent at funerals or weddings. The poems composed and read by three Year 6 boys conveyed very good levels of spiritual feeling and captured the attention of the whole gathering.
- 23 The school has successfully endeavoured to present a multicultural education for its pupils. This is provided through the curriculum where pupils experience a good range of music and art and design from other cultures. Empathy and understanding related to the cultural and religious practices that influence the lives of other people are explored

effectively in religious education. The school's policy on race equality is evident in practice. There are few pupils in the school from different ethnic backgrounds, but all pupils are treated as individuals and there is no evidence of any tensions between pupils of different gender, ability or from different races. Pupils are well prepared to live in a multicultural society.

WHAT COULD BE IMPROVED

Attainment of higher attaining pupils by the end of Year 2.

- 24 Pupils in Years 1 and 2 are taught in three mixed age classes. This is because, at the beginning of the school year, there were a few too many pupils in each year group to satisfy the statutory restriction on class sizes. As a result, three small mixed age classes were formed. Each class has a wide range of age and ability, which includes some Year 1 pupils who have not yet attained the Early Learning Goals for children in the Foundation Stage in language and literacy, to the higher attaining pupils in Year 2, who are capable of working at Level 3 of the National Curriculum. This creates a challenge for teachers of this age range in trying to meet the learning needs of all pupils, particularly the higher attaining pupils. This is confirmed by the results of the National Curriculum tests at the end of Year 2 in 2002, when results were well below average in reading, writing and mathematics when compared to all schools nationally and when compared to similar schools. In particular, the proportion of pupils attaining the higher Level 3 was below the national average percentage in all three tests. Below average standards at the end of Year 2 were also evident in lessons seen during the inspection and in a scrutiny of pupils' work. Similarly scrutiny of work in mathematics indicates that much of the work of the higher attaining pupils is at the nationally expected level, rather than above it.
- 25 Pupils are generally good readers, but the main weakness is in the writing of higher attaining pupils in Year 2. A scrutiny of their work shows that their writing is more complex than that of the average attaining pupils, but not sufficiently so. Pupils are more confident in producing writing in a cursive script and it is generally neat and easy to read. Their spelling of simple words is generally accurate. There has been a good level of progress since the beginning of the year in developing pupils' basic writing skills. However, sentences are not always punctuated accurately and there has been insufficient opportunity for pupils to write extended pieces, at a level of which they are capable and which would also develop and consolidate their writing skills further.
- 26 The quality of teaching in lessons is good and teachers do their best to cater for the wide range of pupils, both from age and ability. However, the range is great and higher attaining pupils are not given sufficient opportunity, within the circumstances, to practise their writing skills and reach levels of attainment of which they are capable

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 27 In order to continue the good work of the school and raise standards further, the headteacher and governing body should now address the following in their action plan:
- (1) Improve standards of higher attaining pupils by the end of Year 2 by:
- Considering grouping pupils in year groups for literacy and numeracy.
 - Setting more demanding targets for them and raising expectations of what these pupils can do.
 - Provide more opportunity for Year 2 pupils to write at length and to a higher standard, using the good basic skills taught to them.

- Carefully monitor the above changes and the impact on standards.
(Paragraphs numbers 1, 24, 25, 26)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	13	2	0	0	0
Percentage	0	29	62	9	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	19	247
Number of full-time pupils known to be eligible for free school meals	0	19

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	11
Number of pupils on the school's special educational needs register	3	68

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.1

Unauthorised absence

	%
School data	0.2

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	24	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	19	20
	Girls	20	20	21
	Total	37	39	41
Percentage of pupils at NC level 2 or above	School	77 (83)	81 (81)	85 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	20
	Girls	20	21	20
	Total	39	40	40
Percentage of pupils at NC level 2 or above	School	81 (81)	83 (85)	83 (81)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	23	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	19
	Girls	17	17	18
	Total	33	33	37
Percentage of pupils at NC level 4 or above	School	77 (81)	77 (81)	86 (85)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	17
	Girls	20	17	20
	Total	36	33	37
Percentage of pupils at NC level 4 or above	School	82 (85)	75 (81)	84 (85)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	229	3	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	3	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.8
Number of pupils per qualified teacher	21.35
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	191

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	1
Total aggregate hours worked per week	16

Financial information

Financial year	2002/03
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	£
Total income	607,081
Total expenditure	592,598
Expenditure per pupil	2,072
Balance brought forward from previous year	13,455
Balance carried forward to next year	27,938

Number of pupils per FTE adult	19.5
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	266
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	41	9	0	1
My child is making good progress in school.	38	49	5	4	4
Behaviour in the school is good.	18	51	12	3	16
My child gets the right amount of work to do at home.	38	45	6	2	9
The teaching is good.	40	52	2	2	4
I am kept well informed about how my child is getting on.	32	49	11	4	4
I would feel comfortable about approaching the school with questions or a problem.	52	30	10	3	5
The school expects my child to work hard and achieve his or her best.	44	50	0	0	6
The school works closely with parents.	28	44	17	5	6
The school is well led and managed.	35	40	9	5	11
The school is helping my child become mature and responsible.	38	48	6	0	8
The school provides an interesting range of activities outside lessons.	30	40	13	4	13

A number of parents of children in Years 3 and 4 expressed concern at the meeting over quality and standards in those year groups.